3.e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

SDUSD is creating the 21st Century (i21) Interactive Classroom, an engaging interconnected learning environment designed to optimize student access and participation by integrating mobile computing, audio, visual and formative assessment technologies across the curriculum. The i21 classroom is both relevant and advanced in technology implementation that maximizes flexibility and provides just-in-time functionality for student learning. The essential tools of the i21 classroom include the pairing of Interactive White Board (IWB) technology with student computers (Netbooks) to increase the ability to teach with technology and to optimize student access and engagement. These tools allow the teacher to configure the learning environment according to the context of the student-centric work at hand to meet state standards and learn 21st century technology and information literacy skills.

Goal 3.e.1. Students will acquire the technology and information literacy skills required to meet district technology skill standards and graduation requirements.

Objective 3.e.1.1. **By 6/2015, 100% of district students will receive instruction through integration of technology in the academic content areas to become proficient with the technological literacy skills in the district scope and sequence at the 8th grade.**

Activities	Responsible Parties	Timeline
Teachers will collaborate with their school's i21 Lead Technology Teacher and other grade level teachers/content site teams to develop strategies to appropriately integrate technology into their lesson plans and classroom activities.	i21Lead Technology Teachers, site administrators, resource teachers, Ed Tech Team, Library Media teachers, site teachers	1/2011-6/2011, then ongoing through 6/2015
Teachers will implement the strategies they have developed to provide training to their students through the content areas, so that students become proficient in the information and technological literacy skills at their appropriate grade level.	Teachers, Site administrators, i21 Lead Technology Teachers	1/2011-6/2011, then ongoing through 6/2015
Teachers review their progress and student outcomes with their site administrators. Needs for training, technical assistance and support are identified.	Teachers, Site admin, in collaboration with i21 Lead Technology Teachers	2/2011-8/2011, then annually at the end of each semester

Assistance and training is provided to teachers as needed to help them appropriately integrate i21 technology into their classes to ensure that students become proficient in the information and technological literacy skills at their appropriate grade level. Technology integration activities for students may include: • Using the Internet to research topics and share information • Learning skills in word processing • Using technology to present information	Ed Tech Team, i21 Lead Technology Teachers, resource teachers, Library Media Teachers, site administrators, teachers	1/2011-6/2011, then provided on an ongoing basis through 6/2015

Benchmarks:
• By 6/2011, 20% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information and technological literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' technology literacy skills in grade 8.

• By 6/2012, 40% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information and technological literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' technology literacy skills in grade 8.

• By 6/2013, 60% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information and technological literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' technology literacy skills in grade 8.

• By 6/2014, 80% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information and technological literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' technology literacy skills in grade 8.

• By 6/2015, 100% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information and technological literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' technology literacy skills in grade 8.

Target Group:
The target groups for this objective includes K-12 students, teachers and site administrators who utilize the district technology skills standards in curriculum development and classroom activities.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review summary reports from Education Technology Department staff that summarize yearly reports from site administrators, the

EdTechProfile survey, and technology data reported to the State Technology Survey each year. The Evaluation subcommittee will use this data to assess the amount of training students have received to become proficient with district information and technological literacy skills standards. The subcommittee also will review changes in scores on assessments of students' technology literacy skills at grade 8 to assess the instruction that students received, and will report its findings to the ETSP Committee.

Goal 3.e.2. Students will demonstrate the information technology skills appropriate to their grade level and assignments to effectively research a variety of media, determine the validity and perspective of the research, aggregate data, present their outcomes and predict outcomes.

Objective 3.e.2.1. **By 6/2015, 100% of district students will receive instruction through integration of technology in the academic content areas to become proficient with the information literacy skills in the district scope and sequence at the 8th grade.**

Activities	Responsible Parties	Timeline
Teachers will collaborate with their school's i21 Lead Technology Teacher and other grade level teachers/content site teams to develop strategies to appropriately integrate technology into their lesson plans and classroom activities.	i21 Lead Technology Teachers; site administrators; resource teachers; Library Media teachers; site teachers	1/2011-6/2011, then ongoing through 6/2015
Teachers will implement the strategies they have developed to provide training to their students through the content areas, so that students become proficient in the information literacy skills at their appropriate grade level.	Teachers, Site administrators, i21 Lead Technology Teachers	1/2011-6/2011, then ongoing through 6/2015
Teachers review their progress and student outcomes with their site administrators. Needs for training, technical assistance and support are identified.	Teachers Site administrators Curriculum specialist, in collaboration with i21 Lead Technology Teachers	2/2011-8/2011, then annually at the end of each semester
Assistance and training is provided to teachers as needed to help them appropriately integrate i21 technology into their classes to ensure that students become proficient in the information literacy skills at their appropriate grade level. Technology integration activities for students may include: • Using the Internet to research topics and share information • Learning skills in word processing • Using technology to present information	i21 Lead Technology Teachers; resource teachers; Library Media Teachers; site administrators; teachers	1/2011-6/2011, then provided on an ongoing basis through 6/2015

Benchmarks:
- By 6/2011, 20% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' information literacy skills in grade 8.

- By 6/2012, 40% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' information literacy skills in grade 8.

- By 6/2013, 60% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' technology literacy skills in grade 8.

- By 6/2014, 80% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' information literacy skills in grade 8.

- By 6/2015, 100% of students will receive instruction through integration of technology in the academic content areas to become proficient with the information literacy skills in the district scope and sequence at 8th grade, as measured by assessment of students' information literacy skills in grade 8.

Target Group:
The target groups for this objective include K-8 students, teachers and site administrators who utilize the district technology skills standards in curriculum development and classroom activities.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review summary reports from Education Technology Department staff that summarize semester reports from site administrators, the EdTechProfile survey, and technology data reported to the State Technology Survey each year. The Evaluation subcommittee will use this data to assess the amount of training students have received to become proficient with district information and technological literacy skills standards. The subcommittee also will review changes in scores on assessments of students' information literacy skills at grade 8 to assess the instruction that students received, and will report its findings to the ETSP Committee.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

SDUSD has identified a wide range of instructional materials that address the appropriate and ethical use of information technology in the classroom, and will have links to information resources for parents, students and teachers on the district website. Teachers will receive informational materials about the appropriate and ethical use of information technology, curriculum materials on the subject for use in their classroom, and formal training in the appropriate and ethical use of information technology during the district's ongoing Educational Technology training sessions. Teachers will integrate instruction in the appropriate and ethical use of information technology into their classroom lessons and activities.

> Goal 3.f.1. Students will receive instruction in the appropriate and ethical use of information technology including the concept and purpose of both copyright and fair use, and the need to refrain from copyright infringement, plagiarism and illegal file sharing/downloading.

Objective 3.f.1.1. **By 6/2015, 100% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.**

Activities	Responsible Parties	Timeline
Develop informational materials on the appropriate and ethical use of information technology; integrate this information into the curriculum across the content areas.	Educational Technology Resource Teachers; Curriculum specialist; i21 Lead Technology Teachers	7/2010-12/2010, then ongoing through 6/2015
Distribute informational materials on the appropriate and ethical use of information technology to all teachers for use in the classroom. Provide more in-depth training in the appropriate and ethical use of information technology during regular Educational Technology training sessions.	Site administrators i21 Lead Technology Teachers Educational Technology Resource Teachers Teachers	7/2010-12/2011, then ongoing through 6/2015
Implement instruction in the appropriate and ethical use of information technology in grades 3-12.	Teachers Site administrators i21 Lead Technology Teachers	1/2011-6/2011, then annually

Benchmarks:

- By 6/2011, 20% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

- By 6/2012, 40% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

- By 6/2013, 60% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

- By 6/2014, 80% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

- By 6/2015, 100% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

Target Group:
The target groups for this objective include students and the teachers and site administrators who incorporate information about appropriate and ethical use of information technology in curriculum development and classroom activities.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review reports from Education Technology Department staff that summarize yearly reports from site administrators and the EdTechProfile survey. The Evaluation subcommittee will use this data to assess the amount of training students have received to understand appropriate and ethical use of information technology.

3.g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.

To protect students while they are online, SDUSD has implemented an Internet filter and monitoring system that is compliant with the Child Internet Protection Act (CIPA). SDUSD also has identified a wide range of materials that address Internet safety, including the information provided by the federal government and the technology industry available at www.onguardonline.gov. This website provides a guide for parents to talk with their children about Internet safety. SDUSD will provide links to information resources on Internet safety for parents, students and teachers on the district website. Parents also receive information about Internet safety and SDUSD Acceptable Use policies in the *Facts for Parents* handbook distributed to parents each year. All parents of students under age 18 and students over age 18 are required to sign the "Student Connect Responsibility Contract."

Teachers will receive informational materials about the Internet safety, protecting online privacy and avoiding online predators, curriculum materials on the subject for use in their classroom, and formal training in Internet safety during the district's ongoing Educational Technology training sessions. Teachers and counselors may also attend training sessions on Internet safety offered by the San Diego Police Foundation. Teachers will integrate instruction in Internet safety into their classroom lessons and activities.

> Goal 3.g.1. Students will receive instruction in Internet safety, and will use those skills to help protect their online privacy and avoid online predators.

Objective 3.g.1.1.   By 6/2015, 100% of district students will report via a student technology survey that they have received instruction regarding Internet safety, protecting online privacy and avoiding online predators.

Activities	Responsible Parties	Timeline
Develop informational materials on Internet safety; integrate this information into the grades 3-12 curriculum across the content areas. Post information for teachers, parents and students on the district website. Parents sign a "Student Connect Responsibility Contract" agreeing to the district's Internet Use and safety plan.	Manager of Online Learning Educational Technology Resource Teachers; i21 Lead Technology Teachers	7/2010-12/2010, then ongoing through 6/2015

Distribute informational materials on Internet safety to all teachers for use in the classroom. Provide more in-depth training on Internet safety during regular Educational Technology training sessions.	Site administrators i21 Lead Technology Teachers Educational Technology Resource Teachers Classroom Teachers	7/2010-8/2011, then ongoing through 6/2015
Implement instruction in Internet safety, protecting online privacy and avoiding online predators in grades 3-12.	Teachers Site administrators i21 Lead Technology Teachers	9/2010-6/2011, then annually

Benchmarks:
- By 6/2011, 20% of district students will report via a student technology survey that they have received instruction regarding Internet safety, protecting online privacy and avoiding online predators.

- By 6/2012, 40% of district students will report via a student technology survey that they have received instruction regarding Internet safety, protecting online privacy and avoiding online predators.

- By 6/2013, 60% of district students will report via a student technology survey that they have received instruction regarding Internet safety, protecting online privacy and avoiding online predators.

- By 6/2014, 80% of district students will report via a student technology survey that they have received instruction regarding Internet safety, protecting online privacy and avoiding online predators.

- By 6/2015, 100% of district school students will report via a student technology survey that they have received instruction regarding Internet safety, protecting online privacy and avoiding online predators.

Target Group:
The target groups for this objective include students and the teachers and site administrators who incorporate information about Internet safety in curriculum development and classroom activities.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review reports from Education Technology Department staff that summarize yearly reports from site administrators and the EdTechProfile survey. The Evaluation subcommittee will use this data to assess the amount of training students have received to understand Internet safety, protecting online privacy and avoiding online predators.

3.h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.

The 21st Century (i21) Interactive Classroom is designed to optimize student access and participation by integrating mobile computing, audio, visual and formative assessment technologies across the curriculum. The essential tools of the i21 classroom include the pairing of Interactive White Board (IWB) technology with student computers (Netbooks) to increase the ability to teach with technology and to optimize student access and engagement. These tools allow the teacher to configure the learning environment according to the context of the student-centric work at hand to meet state standards and learn 21st century skills as thinkers, creators, designers and builders.

The 21st Century (i21) Interactive Classroom Initiative will be implemented in the district using a multi-phased grade level approach that will allow students beginning in grades 3 and 6 to access a consistent and equitable 21st century learning environment as they move from one grade to the next. The implementation plan in grades 9-12 will use a department by department model that will provide all students access to technology rich learning environments beginning the first year.

Goal 3.h.1. Students will have access to existing technology resources that are suitable to their specific educational needs and address the specific content standards.

Objective 3.h.1.1   **By 6/2015, 100% of district students will have access to additional technology resources that are specific to their educational needs and that address the content area standards.**

Activities	Responsible Parties	Timeline
Evaluate existing and proposed technology resources designed to assist students to meet their specific educational needs, for quality of resources and alignment to state and district content standards	Site administrators; Area Sups; Education Tech resource teachers; site teachers, i21 Lead Technology Teachers	7/2010-12/2010, then ongoing as needed through 6/2015
Evaluate existing and proposed technology resources for technical feasibility, support requirements, and cost and benefit; advise site administrators.	ITSS Division; technical support staff; Education Tech resource teachers;	8/2010 12/2010, then ongoing as needed through 6/2015
Select the optimal products and resources for schools, based on student achievement information and input from district instructional and technical support staff.	Ed Tech Director, Site administrators, Area Sups, Ed Tech resource teachers, i21 Lead Technology Teachers	12/2010-6/2011 then ongoing as needed through 6/2015

Install software and links to online learning resources and materials. Increase high speed bandwidth to 100-500 MB for all district sites	ITSS Dept; Tech support staff; & teachers	12/2010-6/2011 then ongoing as needed
Organize instructional schedules to facilitate student access to instructional resources.	School site administrators	12/2010–6/2011 Then ongoing
Students utilize instructional technology resources specific to their educational needs to access rich content resources that are aligned with academic content standards. Resources may include ProQuest e-library programs, Thomson Gale databases, MyAccess writing development programs, multimedia development programs, digital lockers, others	Teachers, resource teachers, site administrators, i21 Lead Technology Teachers	1/2011–6/2011 Then ongoing annually through 6/2015

Benchmarks:
- By 6/2011, 40% of district students will have access to additional technology resources that address content area standards and are specific to their educational needs. Student access to technology resources will be measured through annual school site reports and inventories, and data reported to the State Technology Survey.

- By 6/2012, 50% of district students will have access to additional technology resources that address content area standards and are specific to their educational needs. Student access to technology resources will be measured through annual school site reports and inventories, and data reported to the State Technology Survey.

- By 6/2013, 65% of district students will have access to additional technology resources that address content area standards and are specific to their educational needs. Student access to technology resources will be measured through annual school site reports and inventories, and data reported to the State Technology Survey.

- By 6/2014, 80% of district students will have access to additional technology resources that address content area standards and are specific to their educational needs. Student access to technology resources will be measured through annual school site reports and inventories, and data reported to the State Technology Survey.

- By 6/2015, 100% of district students will have access to additional technology resources that address content area standards and are specific to their educational needs. Student access to technology resources will be measured through annual school site reports and inventories, and data reported to the State Technology Survey.

Target Group:
The target groups for this objective include district students, their teachers and their site administrators.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review summaries of the site technology data reported to the State Technology Survey each year. The Evaluation subcommittee will use this data to assess the achievement of annual benchmarks for implementing technology tools designed to aid student learning. They also will review changes in scores on assessments of students' technology literacy skills and academic achievement at grade 8 to assess student access to technology tools, and impacts on student learning. The Evaluation subcommittee will report its findings to the ETSP Committee.

Objective 3.h.1.2. **By 6/2015, all district schools with English Language Learner (ELL) students will implement use of language arts software and online learning tools specifically to assist ELL students.**

Activities	Responsible Parties	Timeline
Evaluate existing and proposed instructional software and online learning tools designed to assist ELL students, for quality of resources and alignment to state and district content standards	OLA Director and resource teachers, Area Sups; site administrators; Education Tech resource teachers; i21 Lead Technology Teachers, site teachers	7/2010-12/2010, then ongoing through 6/2015
Evaluate existing and proposed instructional software and online learning tools designed to assist ELL students, for technical feasibility, support requirements, and cost and benefit; advise site administrators.	ITSS Division; District technical support staff; Education Tech resource teachers;	8/2010-12/2010, then ongoing through 6/2015
Select the optimal products and resources designed to assist ELL students for schools, based on student achievement information and input from district instructional and technical support staff.	OLA Director and resource teachers, Area Sups; site administrators; Education Tech resource teachers; i21 Lead Technology Teachers, site teachers	12/2010-2/2011, then ongoing as needed
Install software and links to online learning resources and materials. Increase high speed bandwidth to 100-500 MB for all district sites	ITSS district technical support staff; site administrators and teachers	1/2011-6/2011, then ongoing as needed
Organize instructional schedules to facilitate student access to instructional resources.	School site administrators, with input from teachers and i21 Lead Technology Teachers	12/2010-1/2011, then ongoing each semester through 6/2015
ELL students utilize language arts software and online learning tools (for example, Rosetta Stone software, Accu-Reading programs, Achieva ELA, Compass, other resources identified through the California Learning Resource Network) to enhance their learning of the English language.	Teachers, site administrators	1/2011–6/2011, then ongoing

Benchmarks:
- By 6/2011, 40% of district schools with ELL students will implement language arts software and online learning tools specifically to assist ELL students, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2012, 50% of district schools with ELL students will implement language arts software and online learning tools specifically to assist ELL students, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2013, 60% of district schools with ELL students will implement language arts software and online learning tools specifically to assist ELL students, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2014, 80% of district schools with ELL students will implement language arts software and online learning tools specifically to assist ELL students, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2015, 100% of district schools with ELL students will implement language arts software and online learning tools specifically to assist ELL students, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

Target Group:
This activity is targeted at students who are English Language Learners, their teachers, and their school's administrators.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review briefing reports from the Education Technology Dept. staff that summarize site and district reports of technology acquisition and site technology data reported to the EdTechProfile and State Technology Survey each year. The Evaluation subcommittee will use this information to assess the achievement of annual benchmarks for implementing technology tools designed specifically to assist ELL students, and will report its findings to the ETSP Committee.

Objective 3.h.1.3   By 6/2015, all district schools will implement use of hardware, software and online learning tools that are designed to meet the needs of Special Education Students, as specified in their Individual Education Plan (IEP).

Activities	Responsible Parties	Timeline
Evaluate existing and proposed instructional software and online learning tools designed to meet the needs of Special Education students, as identified in their IEP, for quality of resources and alignment to state and district content standards	Special Education administrators & teachers; site administrators; Education Tech resource teachers; i21 Lead Technology Teachers	7/2010-12/2010, then ongoing as needed through 6/2015
Evaluate existing and proposed instructional software and online learning tools designed to meet the IEP-specified needs of Special Education students, for technical feasibility, support requirements, and cost and benefit; advise site administrators.	ITSS Division; district technical support staff; Education Tech resource teachers	8/2010-12/2010, then ongoing through 6/2015
Select the optimal products and resources designed to help meet the identified needs of Special Education students, based on student achievement information and input from district instructional and technical support staff.	Special Education administrators & teachers; site administrators; Education Tech resource teachers; i21 Lead Technology Teachers	12/2010-2/2011, then ongoing as needed
Install software and links to online learning resources and materials. Increase high speed bandwidth to 100-500 MB for all district sites.	ITSS district technical support staff; site administrators and teachers	12/2010-6/2011, then as needed
Organize instructional schedules to facilitate student access to instructional resources.	School site administrators, with input from site Special Education teachers	12/2010–1/2011, then each semester through 6/2015
Special Education students will use the hardware, software and online learning tools identified in their IEP to enhance their learning. They will engage in a variety to technology-enhanced learning activities, such as using the Internet to research topics, using tech skills to publish, present and share information, use simulations to enhance learning skills, etc.	Site Special Education teachers; site administrators	1/2011–6/2011, then ongoing

Benchmarks:
- By 6/2011, 40% of district schools will implement hardware, software and online learning tools that are designed to meet the needs of Special Education Students specified in their IEP, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2012, 50% of district schools will implement hardware, software and online learning tools that are designed to meet the needs of Special Education Students specified in their IEP, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2013, 60% of district schools will implement hardware, software and online learning tools that are designed to meet the needs of Special Education Students specified in their IEP, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2014, 80% of district schools will implement hardware, software and online learning tools that are designed to meet the needs of Special Education Students specified in their IEP, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

- By 6/2015, 100% of district schools will implement hardware, software and online learning tools that are designed to meet the needs of Special Education Students specified in their IEP, as measured by schools' reported use of these tools, site inventories and data reported to the EdTechProfile and State Technology Survey each year.

Target Group:
This target groups for this objective include Special Education students, their teachers and site administrators.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review regular briefing reports from the Education Technology Dept. staff that summarize site and district Special Education reports and technology data reported to the State Technology Survey each year. The Evaluation subcommittee will use this information to assess the achievement of annual benchmarks for implementing technology tools designed to help Special Education students, as specified in their Individual Education Plan (IEP), and will report its findings to the ETSP Committee.

3.i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

SDUSD has begun the process of developing the integrated information system and content management system that will provide online access to educational resources, tools and information for teachers, students, administrators, staff, parents and community members. The integrated information system and content management system make student record keeping and assessment more efficient. Data warehouses will provide access to student information and business operations. The district has implemented student information system applications and software for human resources, financial management, and procurement business applications. A content management system has been implemented to provide online access to educational resources, tools and information for teachers, students, administrators, staff, parents and community members. This content management system works with the integrated information system, and will provide user access to that system through district-wide Applications (DWA). The Content Management System (CMS) provides two key functions:

(1) The CMS centralizes all district information and content, and then delivers that information to individual users based on their roles, rights and responsibilities. It allows display of only useful, relevant content, and automates business processes while maintaining accountability. The CMS will provide access to business applications, district news and information, employment information, email, digital storage, professional development and training, and online collaboration tools such as video streaming and conferencing and content resources for curriculum development.

(2) The CMS enables teachers and staff to create, edit and manage their own content and publish it to the Web without special equipment or expertise. This automated publishing function will be forms-based for consistency and ease of use.

Once it has been fully implemented, the CMS will provide employee access to business applications and communications; administrator access to educational administration applications (school, department information; student academic achievement, etc.); teacher access to educational administration applications (attendance, grading, etc.); teacher access to educational technology applications (such as website development) and support; and student access to educational technology applications and support, including teacher's class websites. The district's information system applications are described in more detail in Section 5 of this Plan.

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Goal 3.i.1. Use technology to make record keeping and assessment more efficient and to deliver student information, including assessment data, to make data-driven instructional decisions.

Objective 3.i.1.1. By 6/2015, 80% of teachers will use available data from the student assessment database to develop and improve instructional strategies for individuals and groups of students.

Activities	Responsible Parties	Timeline
Complete installation of 10 GB district Backbone and 100-500 MB network access at all district instructional sites.	District ITSS Division and Facilities staff	7/2010 – 6/2011
Ensure that every district teacher has a computer with Broadband Internet access for use in classroom management, including obtaining assessment data on students.	District ITSS Division staff	7/2010 – 5/2011
Implement the student information software (Zangle) and data warehouse components of the integrated information system; install and troubleshoot system; upload data and implement system. Train teachers to use system to take attendance, enter grades and access student assessment data.	District ITSS Division Site administrators; ITSS trainers	7/2011 – 6/2012
Train teachers and site administrators to utilize the information accessed when developing instructional strategies for individuals and groups of students.	Area Sups; Site administrators, Research & Eval. staff; training contractors	7/2013-6/2014
Teachers and site administrators use information accessed through the integrated information system to develop instructional strategies for their students. These strategies may include: • Using simulations and applications • Use technology to develop computation skills • Use word processing, spreadsheets and presentation software.	Teachers, site administrators	1/2014-6/2015

Benchmarks:
- By 6/2011, 70% of teachers will enter attendance and grade data online, as measured by reports from the district ITSS Division.
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  - By 6/2012, 100% of teachers will enter attendance and grade data online, as measured by reports from the district ITSS Division.

  - By 6/2013, 20% of teachers will use available data from the student assessment database to inform instructional strategies for individuals and groups of students, as measured by teacher surveys and database system usage data.

  - By 6/2014, 50% of teachers will use available data from the student assessment database to inform instructional strategies for individuals and groups of students, as measured by teacher surveys and database system usage data.

  - By 6/2015, 80% of teachers will use available data from the student assessment database to inform instructional strategies for individuals and groups of students, as measured by teacher surveys and database system usage data.

Target Group:
The target groups for this objective include district students and their teachers.

Process for Monitoring:
The ETSP Evaluation subcommittee will review briefing reports from the Education Technology Dept. staff that summarize student assessment database system reports of teacher and administrator use, EdTechProfile surveys and student outcome data. The Evaluation subcommittee will use this data to assess the achievement of the annual benchmarks for using student assessment data to develop and improve instructional strategies for individuals and groups of students, and will report its findings to the ETSP Committee.

3.j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

SDUSD has begun the process of developing the integrated information system and content management system that will provide online access to educational resources, tools and information for teachers, students, administrators, staff, parents and community members. Once it has been fully implemented, the Content Management System (CMS) will provide parent access to district, school, classroom and student information; and community access to district and school information; and student access to educational technology applications and support, including teacher's class websites. The district's Content Management System (CMS) and other information system applications are described in more detail in Section 5 of this Plan.

Goal 3.j.1. Modern voice and electronic communications systems (particularly email) will facilitate communication and interaction among parents, teachers, administrators, students and the community.

Objective 3.j.1.1   By 6/2015, 100% of teachers and administrators will respond to email and voicemail message from parents.

Activities	Responsible Parties	Timeline
Complete installation of internet 10 GB district Backbone and 100-500 MB network access at all district instructional sites.	District ITSS Division and Facilities staff	7/2010 – 6/2011
Implement the VOIP component of the integrated information system; install and troubleshoot system; implement system.	District ITSS Division staff	7/2010 – 6/2011, then ongoing installation through 6/2015
Develop training materials on the use of the VOIP telephone and its functions, including voicemail	District ITSS Division; Communications Dept. staff	7/2010 – 1/2011
Ensure that every district classroom has a telephone with VOIP access.	District ITSS Division	7/2010–6/2012, then ongoing
Ensure that every district teacher has a computer with Internet access and an email account.	District ITSS Division	7/2010 – 6/2011 Then ongoing
Collate email account information and provide it to district and site technicians for publication. Post email account listings on the district and school websites.	District ITSS Communications Dept. Site administrators	1/2011 – 6/2011 Then ongoing

Train teachers and site administrators to use email system and the VOIP telephones and their communication functions.	District ITSS training staff; Communications Dept. staff	1/2011-12/2011 then ongoing
Teachers and site administrators use email and the VOIP telephone systems to communicate with parents, students, colleagues and community members.	Teachers, site technical staff and administrators	1/2011-6/2015

Benchmarks:
- By 6/2011, 60% of teachers and administrators will respond to email messages from parents, as measured by staff reports, EdTechProfile survey results and parent and student feedback.

- By 6/2012, 70% of teachers and administrators will respond to email messages from parents, as measured by staff reports, EdTechProfile survey results and parent and student feedback.

- By 6/2013, 80% of teachers and administrators will respond to email messages from parents, as measured by staff reports, EdTechProfile survey results and parent and student feedback.

- By 6/2014, 90% of teachers and administrators will respond to email messages from parents, as measured by staff reports, EdTechProfile survey results and parent and student feedback.

- By 6/2015, 100% of teachers and administrators will respond to email messages from parents, as measured by staff reports, EdTechProfile survey results and parent and student feedback.

Target Group:
The target groups for this activity include teachers, parents, students, community members and site administrators.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review annual reports that compare staff listings and district and site websites to determine whether the email addresses and voicemail numbers for all teachers and administrators are published on district or school websites. The Evaluation subcommittee also will review reports from the Education Technology Dept. staff that summarize State Technology Survey and EdTechProfile Technology use survey results and parent and student feedback to assess teacher and administrator use of email and voicemail systems and responses to messages left by parents. The Evaluation subcommittee will use this information to assess the achievement of the annual objectives, and will report its findings to the ETSP Committee.

Goal 3.j.2. The district central office and individual schools will use the World Wide Web to communicate with parents.

Objective 3.j.2.1 **By 6/2015, 100% of district schools and departments will develop and maintain websites (conforming to the district's minimum school website standards) to publish current school and district information.**

Activities	Responsible Parties	Timeline
Complete installation of internet 10 GB district Backbone and 100-500 MB network access at all district instructional sites.	District ITSS Division and Facilities staff	7/2010 – 6/2011
Ensure that every district school and department has a computer with Internet access and the software needed to develop a webpage.	District ITSS Division staff	7/2010 – 5/2011
Implement the Content Management System (the user access component of the integrated information system) to provide access to website development resources; install and troubleshoot system; implement system.	District ITSS Division staff	7/2011 – 6/2011
Train school site and department staff and administrators to use the website development resources to create school site or department web pages that conform to the district's minimum website standards.	District ITSS Training Department; Communications Dept.	7/2010-6/2012
Site staff and administrators use Content Management System component of the integrated information system to create school site and department web pages to publish current school or district information.	Site staff and administrators; Ed Tech Team; Communications Dept.	7/2010-6/2011, then ongoing annually as needed
A log of the completed and accessible websites is maintained, with new schools added as they complete their website	Communications Dept.	1/2013-6/2014, then ongoing, updated regularly

Benchmarks:

- By 6/2011, 30% of district schools and departments will develop and maintain websites to publish current school and district information (Content Management System is implemented in 2009).

- By 6/2012, 40% of district schools and departments will develop and maintain websites to publish current school and district information (Content Management System is implemented in 2009).

- By 6/2013, 80% of district schools and departments will develop and maintain websites to publish current school and district information.

- By 6/2014, 90% of district schools and departments will develop and maintain websites to publish current school and district information.

- By 6/2015, 100% of district schools and departments will develop and maintain websites to publish current school and district information.

Target Group:

The target groups for this objective include students, parents, and department and site staff and administrators.

Process for Monitoring:

The ETSP Evaluation subcommittee members will review district reports, district office and school site websites, and State Technology Survey and EdTechProfile survey results to determine whether the district departments and school sites have created websites to publish current information, and whether they conform to district website standards. The Evaluation subcommittee will report its findings to the ETSP Committee.

Goal 3.j.3. Teachers will use an education information portal and content management system to develop educational information about the classroom and increase communication with parents and students.

Objective 3.j.3.1   **By 6/2015, 80% of all district teachers will develop and maintain a teaching website to publish classroom and course information for students and parents. All websites will conform to district minimum website standards; no website will publish any private student information.**

Activities	Responsible Parties	Timeline
Complete installation of internet 10 GB backbone and 100-500 MB network access at all district instructional sites.	District ITSS and Facilities staff	7/2010 – 6/2011
Ensure that every district teacher has a computer with Internet access and the software needed to develop a webpage.	District ITSS Division staff	7/2010 – 5/2011
Implement the content management system, the user access component of the integrated information system, to provide access to website development resources; install and troubleshoot system; implement system.	District ITSS Division Educational Technology Team; Communications Dept.	7/2010 – 6/2011
Train teachers to use the website development resources to create classroom web pages (that meet district website standards) for dissemination of information about instruction and activities.	District ITSS Trainers; Communications Dept. Ed Tech Team	7/2010-6/2011 then ongoing
Teachers use the Content Management System to create teaching websites to publish classroom and course information for students and parents. Examples of the information that could be presented include class and homework assignments, links to instructional resources and materials, information about upcoming events such as field trips, and testing and assessment schedules.	Teachers and site administrators	8/2010-6/2011, then ongoing each semester through 6/2015

Benchmarks:
- By 6/2011, 20% of all district teachers will develop and maintain a teaching website to publish class information for students and parents, as measured by staff reports, site websites and EdTechProfile survey results.

- By 6/2012, 40% of all district teachers will develop and maintain a teaching website to publish class information for students and parents, as measured by staff reports, site websites and EdTechProfile survey results.

- By 6/2013, 60% of all district teachers will develop and maintain a teaching website to publish class information for students and parents, as measured by staff reports, site websites and EdTechProfile survey results.

- By 6/2014, 70% of all district teachers will develop and maintain a teaching website to publish class information for students and parents, as measured by staff reports, site websites and EdTechProfile survey results.

- By 6/2015, 80% of all district teachers will develop and maintain a teaching website to publish class information for students and parents, as measured by staff reports, site websites and EdTechProfile survey results.

Target Group:
The target groups for this objective include students, parents, teachers, site staff and site administrators.

Process for Monitoring:
The ETSP Evaluation subcommittee members will review regular Education Technology staff briefings that summarize EdTechProfile survey results and staff reports on teacher and school websites to determine how many district teachers have developed and maintain a teaching website to publish class information for students and parents. The Evaluation subcommittee will report its findings to the ETSP Committee.